

GRADE 6
CA Reading/Language Arts Framework:
Content Standards that apply to students with Specific Language Impairments
GOALS/MEASURES OF PROGRESS

READING

6.1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Vocabulary and Concept Development

6.1.2 Distinguish and interpret figurative language and multiple-meaning words.

By (annual IEP date), (name) will identify the correct meaning for curriculum-relevant figurative language and multiple-meaning words in curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify and paraphrase figurative language from curriculum-relevant texts in as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify and paraphrase multiple-meaning words from curriculum-relevant texts as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

6.1.5 Understand and explain “shades of meaning” for related words (e.g., softly and quietly).

By (annual IEP date), (name) will explain how words that have “shades of meaning” influence reading understanding or oral interpretation in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify words that have “shades of meaning” by underlining or highlighting those words that clarify meaning and/or aid in interpretation as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will explain how words that have “shades of meaning” influence understanding or interpretation as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

6.2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

6.2.3 Connect and clarify main ideas, identifying their relationship to other sources and related topics.

By (annual IEP date), (name) will connect and clarify main ideas in curriculum-relevant text by identifying their relationship to related topics as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify main ideas in curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will clarify main idea by locating relationships to related topics as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

6.2.5 Follow multiple-step instructions for preparing applications (e.g., public library card, bank saving account, sports club, or league membership form).

By (annual IEP date), (name) will follow the multiple-step instructions for completing grade-appropriate applications (e.g., for a public library card, bank saving account, sports club, league membership) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify the “directions” words in an application (fill-in, complete, wh-questions, etc) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will define the “direction” words in an application and respond appropriately as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

6.1.0 Written and Oral English Language Conventions

Sentence Structure

6.1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

By (annual IEP date), (name) will write/speak using simple, compound, and compound-complex sentences and will use effective coordination and subordination of ideas to express complete thoughts in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will write/speak using simple, compound and compound-complex sentences as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will write/speak using effective coordination and subordination of ideas to express complete thoughts as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Grammar

6.1.3 Identify and use present perfect, past perfect, and future perfect tenses; subject-verb agreement with compound subjects; and indefinite pronouns.

By (annual IEP date), (name) will identify indefinite pronouns and present perfect, past perfect and future perfect and future perfect verb tenses and ensure that verbs agree with compound subjects as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify indefinite pronouns and present perfect, past perfect, and future perfect verb tenses as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify ensure that verbs agree with compound subjects as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

LISTENING AND SPEAKING

6.1.0 Listening and Speaking Strategies

Comprehension

6.1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and non-verbal messages (e.g., posture, gesture).

By (annual IEP date), (name) will tell how a speaker's verbal communication and non-verbal messages heard in classroom listening tasks are related as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will describe how verbal communication strategies (word choice, pitch, feeling, tone) communicate a message as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will describe how non-verbal acts (posture, gesture) communicate a message as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

6.1.3 Restate and execute multi-step oral instructions and directions.

By (annual IEP date), (name) will restate and execute multi-step grade-level adult presented classroom instructions and directions as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will paraphrase the steps of a multi-step direction as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

- *By (date of marking period), (name) will use a strategy (mnemonic device, multi-sensory) to recall and execute a multi-step oral direction as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Organization and Delivery of Oral Communication

6.1.5 Emphasize salient points to assist the listener in following main ideas and concepts

By (annual IEP date), (name) will emphasize important points in classroom oral communication to assist listener in following the main ideas and concepts as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify the main ideas/concepts in oral communication tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will clearly state main ideas/concepts in oral communication tasks as measured by objective, rubric, SLS observation, teacher checklist/monitor charts*

6.1.7 Use effective rate, volume, pitch, and tone, and align non-verbal elements to sustain audience interest and attention.

By (annual IEP date), (name) will use effective verbal elements (rate, volume, pitch, tone) and nonverbal elements (gesture, posture, facial expression) to sustain audience interest and attention in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify appropriate/inappropriate verbal elements (rate, volume, pitch, tone of voice) from a taped recording by as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will match non-verbal elements of oral communication (gesture, posture, facial expression) to the elements of rate, volume, pitch, and tone as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

6.2.0 Speaking Application (Genres and their Characteristics)

Using the Grade 6 speaking strategies outlined in Listening/Speaking Standard 1.0:

6.2.1 Deliver narrative presentations:

- a. Establish a context plot and point of view.**
- b. Include sensory details and concrete language to develop the plot and character elements.**

By (annual IEP date), (name) will deliver narrative presentations in the classroom using sensory details and concrete language that develop the concept, plot, characters and point

of view as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify concrete language such as cohesive ties and links that will clearly establish context and point of view of the story as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify sensory detail words (sound, sight, smell, touch , taste) that describe the plot and character of the story as measured by objective, rubric, SLS observation, teacher checklist/monitor charts*